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Describes a program of educational research and development instituted in 1957 at the George Peabody College for Teachers in cooperation with six public school systems in the Southern region. The aim of the program is to improve the quality of teaching in schools and colleges. In its third year of operation, the original Peabody-Public School Cooperative Program was expanded into the Peabody Research and Development Program with a major emphasis in teacher education.

The report presents a résumé of studies dealing with the following problems: (1) making better use of professional personnel, (2) utilizing summer months for special enrichment instruction, (3) using non professional personnel to assist teachers with clerical and routine duties, and (4) making use of new instructional media. Includes a discussion of experiments in teacher education, such as assistantships in social science education courses, student instructors in English, teaching of college mathematics by television, activities related to educational television, pre-service teacher education development program, and reappraisal of graduate education program.

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PEABODY RESEARCH AND DEVELOPMENT PROGRAM

Second Annual Report

1959

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
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George Peabody College for Teachers
Nashville 5, Tennessee

ED000116

Program Organization and Development

In 1957, George Peabody College for Teachers in cooperation with six public school systems in the Southern region initiated a program of educational research and development aimed at improving the quality of teaching in schools and colleges. This program was made possible by a two-year grant from The Fund for the Advancement of Education and is being continued under a second grant effective July 1, 1959.

In fulfillment of the original proposal, and to the credit of the public school systems and the staff of George Peabody College, representatives from the College and the participating school systems were brought together in a close working relationship. This relationship proved to be mutually profitable. For Peabody faculty members it provided a fresh look at the stubborn realities of operating public schools; for public school teachers and administrators it provided an opportunity to re-examine established procedures.

Beginning with this, the third year of operation, the original Peabody-Public School Cooperative Program was expanded into the Peabody Research and Development Program with a major emphasis in teacher education. Organizationally, a faculty advisory committee, formed in 1957, has been continued. The program center staff has remained small, still involving the staff of the College in the direction and accomplishment of program activities. The program coordinator is directly responsible to the President; the teacher education emphasis is channeled through and is the direct responsibility of the chairman of the Department of Education. Responsibilities for field research activities are gradually being assumed by the established Division of Surveys and Field Services.

Beginning with this year, the third phase of a proposed three phase program has been launched. Following the observation that solutions to educational problems usually occur in three phases, it was proposed that a sound program in educational improvement would be developed in these three stages:

1. The creative thinking and laboratory research phase. New ideas are sought and tested under laboratory conditions.

2. The field trial and demonstration phase. In this phase, ideas are tried out under the various field conditions. Practical difficulties are ironed out and practitioners are informed.

3. The personnel training phase. In this phase, teachers and school leaders are trained for the implementation of new ideas.

Outcomes of projects, initiated at the beginning of the program, are now being implemented in the teacher preparation program of the College. While plans have been forming for this transition, new ideas have been developing, and a major one is ready and scheduled for field trial and demonstration this year.

Peabody-Public School Cooperative Program

During the first two years of the Program ten separate research studies were initiated--all designed to improve the quality of instruction by effecting better use of teaching resources. In the school systems of Jefferson County, Kentucky, and Caddo Parish, Louisiana, two other projects, one in educational television and the other in teaching gifted children, were followed and studied closely by program personnel.

Eight of the ten experiments were conducted jointly by Peabody College through the Peabody-Public School Cooperative Program and school systems in the Southern region. These eight studies dealt with (1) making better use of professional personnel, (2) utilizing the summer months for

special enrichment instruction, (3) using nonprofessional personnel to assist teachers with clerical and routine duties, and (4) making use of new instructional media.

New Staffing Patterns for Public Schools

In Davidson County, Tennessee, instructional secretaries were used to improve the effectiveness of classroom teachers by relieving them of clerical and routine secretarial duties. This was achieved by recruiting capable married women with secretarial ability who were willing to work a portion of the school day but were not available on a full-time basis.

One secretary was assigned to six teachers to perform a set of prescribed secretarial and clerical tasks usually performed by the teacher. The secretaries were not assistant teachers or classroom helpers. The experiment was designed to test the hypothesis that teachers can extend their creative teaching talents to pupils and markedly improve the effectiveness of their teaching when they are freed from the many time-consuming, routine clerical and secretarial tasks which they now perform--tasks which someone must perform for each classroom in every well organized school. Also the experiment sought to test the feasibility of tapping a new source of personnel to assist in manning the public schools--married women with training and experience in secretarial work who do not wish to work a full day but are available and willing to work regularly on a four-hour-a-day, five-day-a-week basis.

Results of the study from the first two years clearly indicate that:

1. The teachers who participated in the program were able, with the secretarial assistance provided them, to expand the scope of their teaching program. These teachers apparently possessed resources they had been unable to use before the help became available.

2. All records and data confirmed the fact that participating classroom teachers directed the major portion of this available help toward the attainment of specific goals related to the improvement of their teaching.

3. Secretarial service seemed to have had its main effect on the instructional program through the facility it offered for the implementation of the teaching skills developed by teacher training programs and in-service training activities.

These general conclusions were supported by such specific practices as:

1. The use of a wider variety and greater quantity of instructional materials facilitated by secretaries in (a) locating, (b) ordering or collecting, (c) borrowing from established sources, and (d) preparing special materials.

2. The individualization of instruction, contingent on the availability of two resources, time and appropriate learning materials.

3. More and improved planning for instruction, reflected in more detailed plans and for longer units of time.

4. Support for specific educational processes, including (a) improved testing and evaluation practices, (b) more effective small-group instruction accompanied by more independent study by pupils, (c) an enlistment of the help of parents in the education of their children made possible by specific directions for parental assistance in home study, and (d) establishing more effective communication with parents in the form of appointments, arranging transportation, securing parental permission, completing last minute reminders, and the like.

Superior Teachers for Instructional Leaders

A pilot program was initiated in the Skyland Elementary School of DeKalb County, Georgia, at the beginning of the 1957-58 school year making use of specially designated staff members as instructional leaders and coordinators. The emphasis in the program was to improve the quality of teaching through more effective utilization of the competencies of outstanding teachers.

Three teachers were chosen for curriculum and teaching coordination and leadership along with a full-time librarian-materials coordinator.

One teacher worked with first and second grade teachers, one with third and fourth grade, and one with fifth, sixth, seventh, and eighth grade teachers. The coordinating teachers carried a full teaching load and devoted five extra hours per week to helping the other teachers. The work of these coordinators amounted to a kind of limited supervision. For this additional time and service, each coordinating teacher's salary was increased by one-eighth of the base salary.

After two years of study and evaluation of this program, it may be concluded that the use of superior teachers as instructional leaders can make a difference in the instructional program in a school. The reactions of the teachers, the coordinating teachers, the principal, the supervisor, and systematic observation by the Peabody staff were favorable. Gain in achievement in the school was greater than in the control school. Results of the observational phase of the evaluation indicated that the quality of instruction was better in the experimental school and continually improved during the period of study.

Summer Sessions for Special Enrichment Training

Special classes in math and science for superior students. During the summer of 1958, Peabody College and the Davidson County, Tennessee, Public School System operated special summer programs in two high schools of the County. Outstanding high school mathematics and science teachers were used as instructors in the program. Peabody College professors served as consultants and resource instructors. Special equipment was loaned by the College, and the College and school system shared the cost of teacher's salaries, special instructional supplies, and equipment.

In 1959, with assistance from the National Science Foundation, the program was enlarged to include eight centers in the State. Highly skilled teachers from local schools were employed as instructors, and specialists in the subject-matter areas from twelve colleges served as consultants and resource instructors. One program was conducted on a college campus, and all programs used college equipment and laboratories for special instruction.

Programs of study were planned by the consultants and teachers. Periodic evaluation and planning meetings were held in all centers. Individual records were kept on each pupil; post-tests were administered; and opinions and reactions were obtained from all pupils, teachers, consultants, and coordinators of the program. Five hundred pupils participated in the program and 284 of these pupils took two of the three courses offered.

The primary purpose of the summer high school program was to encourage and develop the scientific interests and abilities of superior secondary students in Tennessee. Advanced, special courses in physics, chemistry, and mathematics were offered to selected students who had completed the junior year in high school and were seeking opportunities for advanced preparation in these fields.

George Peabody College for Teachers, the State Department of Education, and local school systems jointly operated and supported the program. The program was characterized by these guiding principles:

1. The courses and instruction were planned to meet the needs of students with high ability in mathematics and science.
2. The courses were designed to enrich, not to duplicate, the conventional courses of the high school or college.

3. The program--through its regional, state-wide approach--was organized to provide specialized instruction for large groups more effectively and more economically than could be provided by separate high school attendance centers.

4. The approach was through the public school system, utilizing its facilities and personnel and supplemented by the resources of colleges and universities.

In achieving the primary purpose within the framework of the guiding principles, the program: (1) served as an effective supplement to the limited curriculum of small high schools and the crowded curriculum of large high schools; (2) served students in every region of the State; (3) involved colleges and public schools in a solution to a common problem; (4) aroused the interest and concern of educators and the general public for more adequate opportunities for high-ability students; (5) provided important carry-over into the regular school program through students, teachers, and supervisory personnel; and (6) utilized special facilities, teaching abilities, and the student's time more efficiently than is possible during the regular school term.

Developing achievement motivation in culturally deprived five-year old children. During the summer of 1959, faculty and students of the Peabody Psychology Program, with partial financial assistance from the Peabody Research and Development Program, conducted an experiment to determine whether a concentrated ten-week experience could alter achievement-related characteristics of culturally deprived five-year old children.

Five characteristics under study were:

1. Developing the feeling of need to achieve. The need to achieve--to do the best one can, to do as well as others--seems less characteristic of the culturally deprived child.

2. Developing the ability to learn from generalizations and abstractions. The culturally deprived child sees the world in terms of immediate concrete experiences; he is less able to see how things relate one to the other, for example, or to follow sequences of events.

3. Developing satisfying experiences with bookish activities. The culturally deprived child has rarely been read to; he doesn't know it can be enjoyable.

4. Developing the ability to plan ahead and postpone immediate satisfaction for greater ones in the future.

5. Developing persistence in attack on problems.

The effectiveness of this concentrated attack on the problem is being evaluated in terms of increased achievement the experimental children will show in the first grade.

Improving the Use of Teaching Materials and Aids

Introductory physics on film. In three school systems in Tennessee, Robertson County, Clarksville City, and Davidson County, the EBF, White Introductory Physics on Film series has been used over a two-year period to discover operational difficulties involved and to test its effectiveness under field conditions. In Robertson County the films were used at a nominal rate of three per week, by teachers not trained in physics, to demonstrate physical principles and to provide vicarious experiences. The hypothesis under test in this program was that "experienced teachers with limited preparation in physics can achieve satisfactory results through the systematic use of selected films from the series." In Davidson County the films were used, but not as extensively, to improve instruction by the use of selected films to present selected topics.

Test results indicated that while the film users in Robertson County did not reach desired levels of achievement in science and physics, their

gain in achievement was significant. Particularly was this the case in the application of scientific knowledge. The fact that the variance among film users was greater than that among the nonfilm users suggests that the films did not have the effect of putting every individual in the same mold. On the other hand, the acquisition of subject matter vocabulary, information, and concepts was not favored for the film group as a whole. A detailed study of the score distribution, coupled with knowledge of intelligence test scores and the scholastic expectations in the communities, suggests that the films may be made effective with students capable of some independent study.

On the basis of test results in Davidson County, the use of films did not seem to be a conclusive factor in determining instructional gains in either physics subject matter or the application of scientific principles. No significant difference in mean gain scores in physics or science was obtained between film users in the County and nonfilm users in the County and the Middle Tennessee area. Comparisons were made in both groups between students taught by experienced and inexperienced physics teachers.

In a rural area, characterized by small high schools, the use of the film series may make possible the offering of physics. The films illustrate good demonstration-lecture techniques for the teaching of physics and help teachers clarify physical principles. However, unless the attitude of the "text-bound" teacher is reoriented, the use of film in relation to the text becomes a problem. The films presuppose a background in mathematics, vocabulary, and abstract reasoning for which general mathematics (or first-year algebra), general science, and average intelligence are hardly

adequate prerequisites. Based upon experience, the claim can be made that the use of film made possible the offering of a mediocre physics course but further suggests, when compared with other physics instruction, that there is need for general strengthening of regular physics teaching and more careful study of other factors contributing to the effectiveness of physics teaching.

Film reading program. In 1958-59, experimental use of the Encyclopedia Britannica Film Reading program was conducted in Robertson County, Tennessee. The program involved all children (1,499) and teachers (57) in grades two, three, and four. Twenty-four sound films, eight for each grade, with a separate reader for each film, comprise the film reading package. Approximately one-third of the classes in each grade continued with their usual basal reading program; another one-third did not see the films but did read the film reading booklets in addition to the basal program; and the remaining one-third used both the films and film reading booklets in addition to the basal program.

With respect to method of instruction--basal program only, basal program and film reading booklets, and basal program, film reading booklets, and films--no significant difference in reading achievement was found. However, a consideration of classes by individual teachers revealed a significant difference. The difference seemingly could be attributed to the training and experience of individual teachers. Effective utilization of a teaching method depended upon training, background, and resourcefulness of the teacher.

Other Projects and Developments

The other two projects conducted during the first two years of the program on the Peabody campus, educational television and team approaches to college teaching, were initiated as studies in teacher education. Results of two of the projects described above, the use of instructional secretaries and coordinating teachers, while being continued and enlarged as field demonstrations, are being implemented in the teacher education program of the college. Another project involving the development of ways for more effective utilization of test results for school curriculum planning is ready for field trial in the cooperating school systems this school year.

Utilization of Test Results for School Curriculum Planning

There is a need for the development of a systematic plan for analyzing and interpreting test results for an entire school system to furnish information for curriculum planning and adjustment purposes. It is the purpose of this project to develop such a plan.

Plans have been made to work with six cooperating public school systems during 1959-60. Other systems may be added as the program develops. The broad concerns of the project relate to the following problems:

1. The processing of test results for an entire school system to yield information for system program improvement.
2. Analysis and interpretation of the results obtained.
3. Devising means of presenting the test results, implications, and related information in such a way as to promote appropriate professional school action.

More specifically, the project will seek answers during this initial year to questions such as these:

1. Is it feasible for a school system to code on basic-data machine cards the test results and other related data for each pupil and then process the cards through an electronic computer to:

   a. Show the mass picture of educational achievement in the school system in all grades and subjects?

   b. Permit the evaluation of the general efficiency of instruction and the comparative efficiency of various grades, classes, and schools?

   c. Identify subject areas needing special emphasis?

   d. Furnish evidence on the extent to which pupils are achieving at maximum capacity?

   e. Appraise conditions set up to promote teacher growth and development?

   f. Provide some basis for evaluating the effectiveness of various methods of instruction and aspects of organization?

   g. Aid in the selection of materials of instruction best suitable to the ranges of abilities and interests of the various students within a class or grade?

   h. Provide some indication of the extent to which the interests and needs of the students are being met?

   i. Make any statistical analysis of data desired, limited only by the types of data coded in the basic card?

2. To what extent can a standardized survey test of achievement be used to furnish a diagnostic analysis of learning difficulties for a class, a grade, a school, or the entire school system? For example, can the responses to the various arithmetic subtest items dealing with the multiplication of fractions be tabulated electronically to denote the percentage of boys and girls having difficulty with this fundamental? Can such an analysis be made from a machine-scored answer sheet as well as from the test booklet for a hand-scored test?

3. Can standardized test results be effectively utilized in a vertical evaluation of the effectiveness of a given area of instruction, such as language arts, throughout a school system's twelve-grade program?

4. Can standardized test results be effectively utilized as one basis for evaluating the difference in achievement between experimental and control groups set up to explore the use of experimental teaching procedures or set up to compare the effectiveness of various types of organization?

5. How comparable are the achievement test results, individually and collectively, of an achievement test battery administered in the spring with the results of a different form of the same test battery administered to the same group at the beginning of the next school year? What are the implications for test scheduling if no appreciable difference is found?

These are some of the more immediate possible outcomes. Many other ways of more effectively utilizing test results for curriculum evaluation and improvement should come to light as the program progresses. As the number of cooperating school systems is increased, new problems and procedures will be identified. The end of the three-year period should find the compilation of sufficient information to evaluate the feasibility of Peabody College establishing a permanent Testing, Advisory, and Curriculum Improvement Service on a self-sustaining basis.

Peabody Programs in Teacher Education

Preparation of College Teachers

Assistantships in social science education courses. During the year, 1958-59, the social science departments at Peabody have used three assistants in connection with three courses offered as part of the general education program.

The assistantship program had three general purposes:

1. To work out a program of training in college teaching for selected advanced graduate students. It was intended that the training would be an apprentice-type or internship in which the assistant would actually have direct experience with the work of a college teacher under the direction of a professor responsible for these courses.

2. To make possible more individualized instruction in the large general education classes.

3. To conserve the time of regular faculty members by providing assistants who could share the task of teaching the classes which usually have from sixty to ninety students each.

In the general education program for undergraduates, the social science departments offer three courses, each carrying four hours credit. The geography department is responsible for Lands and Peoples of the World. The history department is responsible for Basic Heritage, and the economics and sociology departments alternately share the responsibility for Social and Economic Understanding. The whole program is co-ordinated by the representative for the social science departments on the General Education Committee.

Based upon the reports of the participating assistants and consultations with professors in charge, the co-ordinator has reached these conclusions:

1. The program has given these prospective college teachers direct experience with the different kinds of jobs involved in college teaching.

2. Students taking the general education courses have received more individual attention than in the past.

3. Although the assistant's aid in paper reading has released a certain amount of the professors' time, the supervision of the assistant's work takes time. At least one of the professors finds that it takes about as much time to supervise the making of a test as it does to write one himself. To some extent this is even true of paper grading. It requires considerable time to discuss the basis of grading and then to read some of the papers in order to see how well the job has been done. In general it would seem that the assistantship program directs a faculty member's time in a different direction rather than conserving it for duties not connected with these particular classes.

Student instructors in English. The objectives were to develop:

1. Procedures which would assure a better utilization of the English Communication staff resources and specialities to the benefit of a greater number of students.

2. A structure which would be sufficiently adaptable to lend itself readily to an expanding freshman load without diminution in the quality of instruction.

3. A format for a training program specifically designed for the training of instructors of freshman English in college.

Efforts to achieve these objectives proceeded along these lines:

1. For the fall of 1958, eleven sections of freshman English were offered, each meeting for three one-hour classes and one two-hour laboratory weekly. Three of these were taught by the student instructors under supervision.

2. Twenty Demonstration Classes were conducted at intervals throughout the year with units of students ranging from seventy-five to one hundred and twenty-five. These were conducted by the five regular members of the English Communication staff.

3. The Project Seminar--a corollary of the other experience of the student instructors--was designed to review the structure, materials, methodology, objectives, and philosophies associated with freshman English instruction in the colleges and universities of the country. This seminar met for two hours weekly throughout the year.

4. The Instructor's Manual--an independent project for each student participant training for college teaching--was developed. This consists of all manner of materials--statements of principle, techniques of instruction, illustrative devices, exercises, tests, project ideas, annotated bibliographies comprising both texts for the field and reference works--which the student instructor believes he will need in his teaching.

On the whole, the project experience of this year confirmed impressions of last year with respect to its worth and relevance to the circumstances and conditions at Peabody. As a combination training program for future teachers of freshman English at the college level and a device for providing for expanding freshman English enrollment without serious diminution of the quality of instruction, it works very well.

The new program gives range and depth and interest to the freshman English work that it simply did not have before. The assistance made available has made possible a functioning and vital operation which the regular staff could not have projected.

Teaching of college mathematics by television. The purpose of this experiment was two fold, (1) Experimentation in the best use and training of graduate assistants in college teaching and training for college teaching and (2) Exploration of closed circuit television as a teaching medium.

The plan was to divide the students enrolled in Mathematics 123 into homogeneous sections based on mathematical background and competence. The program director lectured via television to all sections for approximately half of each period. This consisted of a basic presentation of material, developed in a manner appropriate to all sections. The other half of the period was used by the graduate assistant instructor, who was with his group for the entire period. Each instructor taught each ability level one quarter of the year. Each instructor supplemented the television lecture in a manner appropriate to his particular group. For example, the slowest section required much detailed explanation and repetition, but the fastest section could move on to more abstract applications and extensions of the basic lecture. After the television lecture, the television teacher visited one of the sections for the remainder of the period. Experiments were conducted with many variations from the basic plan.

This was not a tightly "controlled" experiment. There was no control group receiving instruction in the traditional way. No attempt was made to

"prove" the superiority of television instruction. The major objectives were to find a better way to utilize and train graduate assistants and to learn how to use television.

This is without question the most effective method of utilizing and training graduate assistants which has been tried by the Mathematics Department. The entire staff met once a week for planning and discussion of problems. Informal discussion continued constantly. Under this plan it is possible to coordinate, to supervise, and to assist in a very real sense. Under the plan it is possible to demonstrate teaching techniques daily both in the studio and in the class. It is also possible to observe the work of the assistant at first hand. The entire group was most enthusiastic about the experiment.

Educational Television

The general statement concerning the Ford financed projects at Peabody emphasized an evolvement from the idea state to a testing stage to an implementing, or spreading stage. The following statements show Peabody at the present time engaging in some activities at each of these three stages of progress.

Giving future teachers direct "consumer" experience with the medium of television for instruction. Classes in professional education, especially general methods classes, make use of demonstration teaching via television.

One required course in general education, "Principles of Mathematics," is taught each quarter half time by television, the other half time in regular classroom instruction.

In the Spring Quarter a required course in Education, The Teacher in School and Society, will be taught twice weekly by television to a class of 100 or more.

Preparing and improving television teachers. As television teaching in the public schools expands, the need will develop for teachers qualified to instruct in front of the camera and as teaching partners in receivi classrooms.

The beginnings of preparing teachers for these special services were in the form of special workshops in television teaching in the summers of 1958 and 1959. About thirty-five teachers were trained in these workshops, several of whom are now teaching by television in public schools.

Experiences in TV teaching have been provided in general and special methods classes on the graduate level.

Making direct use of television in teacher education. The observation of televised classes in the Peabody Demonstration School by college students has been limited to small sections of classes brought to the studio for this purpose. The idea is being explored of using one classroom in the Demonstration School for originating televised instruction for this purpose.

Limitations of television instruction due to the lack of sound film recording equipment will soon be overcome. With the acquisition of this equipment plans are being made to record, on film, public school teaching procedures, school board meetings, PTA activities and other appropriate activities.

Conducting research activities relating to instructional TV. Research to date has been designed in a way to build upon research efforts elsewhere.

Unique contributions at Peabody include from pilot studies, such findings as these:

1. Small participating student groups in the television studio are better than a full class or equal to no students at all.

2. The "personal contact" of college classroom teachers in classes of 25 or more is generally a "myth" as measured by frequency of professor-student exchange of ideas, questions, etc.

3. Attitudes of students about TV instruction become increasingly favorable as their judgments as constructive critics are solicited.

Researchable questions now being contemplated include these:

1. Is guided observation in teacher education facilitated most by classroom visitations only, by televised observation with instructor's interpretation only, or by planned combinations of such observations?

2. Is televised observation of classes improved by making possible the viewing of the entire elementary or secondary school class?

3. Is televised instruction in large college classes (100 or more) more or less effective than classroom instruction in these same classes?

Stimulating new ideas and giving them expression. Peabody's current committee organization is set up to give maximum opportunities for new ideas to take shape. Each of the committees studying various aspects of our teacher education program is aware and informed about the TV facilities available to us with their inherent advantages and limitations. In addition, a new committee on ways of improving the services and facilities of Peabody's Educational TV Center and Curriculum Laboratory has been formed.

Pre-Service Teacher Education

Beginning in September of 1959, a development program in pre-service teacher education was initiated at Peabody College. Since the Demonstration School was felt to occupy a key position in such a development program,

certain changes in staff arrangements previously tested by the Peabody-Public School Cooperative Program were adopted to create a new type of special staff within the Demonstration School.

A summary statement of the status of the pre-service teacher education development program is presented below:

1. Present facilities

   a. A demonstration school enrolling 520 pupils, nursery school through twelfth grade.

   b. Closed circuit television facilities connecting a small studio with classrooms in the Demonstration School and the College.

   c. A professional staff of three persons at the Demonstration School.

Goals of a Pre-Service Teacher Education Project at Peabody College (1959) initiated

2. Short term goals

   a. To develop the maximum use of present resources at the Demonstration School in support of the teacher preparation program.

   b. To institute a program of curriculum improvement in the Demonstration School.

   c. To encourage the initiation of important research efforts within the Demonstration School.

3. Long range expected outcomes

   a. A revised sequence of professional experiences for undergraduates in teacher education.

   b. Closer coordination between the college faculty and Demonstration School staff members.

   c. A materials and laboratory center especially adapted for use in teacher education including such facilities as curriculum library, materials work center, audio-visual equipment, etc.

Graduate Education

During the past year, several sessions of the Department of Education and a committee thereof were devoted to reappraisal of the graduate program

in education. In these discussions several suggested needs for reorganizing the leadership training program were emphasized, including:

1. The need to eliminate undesirable repetition and overlapping in graduate courses in education.

2. The need to define and teach a minimum, common core of background facts and understandings needed by all workers in the educational field.

3. The need to provide for graduate students some contact with many leading professors on the Peabody campus and with the various fields in which these professors specialize.

A committee of the Department of Education is now at work to develop plans for meeting these needs. Among plans projected by the committee are the following:

1. Identification of educational issues which might become the framework of a basic series of courses in the foundations of educational issues.

2. An analysis of syllabi of existing graduate courses in education to determine overlappings and omissions in relation to the issues identified in (1).

3. Consideration of the content and means of its development in the basic series of courses to include some essential materials from such fields as history and philosophy of education, sociological and psychological foundations, curriculum foundations, and educational organization.

It is presently assumed that some reorganization of the present graduate program might be developed, and initiated experimentally in 1960-61, along these two lines:

1. Definition of a content in the basic foundations of educational issues to constitute not less than 12 quarter hours work for graduate students.

2. Planning for students specializing for various leadership positions, field and other problem-solving experiences, amounting to at least 8 quarter hours of work.